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ABSTRACT

This report summarizes some of the findings, issues, and recommendations that participants of a 1984 Wingspread conference felt would shape the future of international studies. Several issues were addressed in plenary sessions, panels, and small group discussions including ways in which the major organizations and agencies concerned with international studies are attempting to serve the schools, kinds of collaborative efforts most needed to improve international studies in schools, and the need for an agenda for action for the upcoming years. Causes for optimism, the need for a more realistic view of the United States' role in the world, and concerns and conditions to address precede three suggested priorities for shaping the future. Background information, current status, and recommendations are provided in separate sections examining international studies at the national, state, and local/regional levels; the improvement of the range and quality of curriculum materials in global education; the improvement of outreach and dissemination of information; contributions that colleges and universities can make; the improvement of research and evaluation efforts; and the inclusion of leadership training at all levels of education. The report concludes with a listing of names and addresses of participants. (LH)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Foreword

The conference "Shaping the Future of International Studies" brought together more than forty-five elementary, secondary and college teachers and administrators; state department of educational personnel; social scientists; and representatives of professional education associations and special projects. Participants discussed current efforts and plans to improve and expand international studies in the nation's schools.

This report summarizes some of the findings, issues, and recommendations that participants felt would shape the future of international studies. It also updates information on some of the issues discussed at the conference. There was great diversity in the views expressed by the participants. There was also much agreement on the need for increased cooperation and opportunities for further discussion.

Thanks go to the discussion leaders, presenters, and all who helped in planning and providing leadership in the various sessions. Special thanks to the Danforth Foundation, especially Dr. Gene Schwilck, for his participation and support, to Dr. Henry Halsted from the Johnson Foundation for hosting the conference, and to Dr. James Rosenau for presenting a stimulating keynote address. Special thanks also to Leon Clark and Carole Hahn for serving as rapporteurs and to Andrew Smith for his cooperation and leadership throughout the conference. A final thanks to Andrew Smith and Charles Roebuck, who were largely responsible for preparing this report.

Our hope is that this report will stimulate further discussion of the future of international studies.

James Becker
Director, Social Studies Development Center

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Shaping the Future of International Studies

Responding to a growing public recognition of the importance of international competition and world events--a condition made apparent by the increasing number of immigrants, international tourists, businesses, and products in our midst--key segments of the educational community are seeking to improve international studies and foreign languages in our schools and colleges. Many local school districts, state departments of education, and professional education associations have adopted guidelines or resolutions to assist such efforts. Key business and political leaders are also urging Americans to become more knowledgeable about other peoples and cultures and international events and processes. Recent nationwide efforts of the National Council on Foreign Language and International Studies, Global Perspectives in Education, the Danforth Foundation, and the U.S. Department of Education National Advisory Board on International Education Programs suggest support for international studies may be growing. In fact, the time may be ripe to make international studies an integral part of the curricula in the nation's schools and colleges. This was the thinking of those who planned the Wingspread Conference, "Shaping the Future of International Studies."

The primary notion of the conference's planning committee was simply that the leadership in current efforts to improve and expand international studies in schools would benefit from an opportunity to share plans and priorities. In addition, it was hoped that such discussion would improve communications and spark additional cooperative efforts among those in attendance.

The conference planners believed that the major ingredients for a concerted effort to improve and expand international studies in schools already exists. These ingredients can be found in organizations, agencies, and activities such as: The outreach program of the National Resource Centers for Area and International Studies; the work of numerous world affairs councils; and the special efforts of Global Perspectives in Education in New York, the Center for Teaching International Relations at the University of Denver, the Bay Area Global Education Program in California, the Mershon Center at The Ohio State University, the Center for Public Education in International Affairs at the University of California (Los Angeles), and the Global Awareness Program at Florida International University.

The publication, Global Education at the Grassroots: Profiles of School-Based Programs, provides evidence that local school districts are using a variety of courses, units, and programs to improve and expand their international studies efforts. The work of the Council of Chief State School Officers, The National Association of Elementary School Principals, the National Council for the Social Studies, The National Association of Secondary School Principals, and many of the state affiliates of these and other professional education organizations demonstrates that national and state groups are giving increasing attention to strengthening their international activities.

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The increasing emphasis on international activities in local school districts, state departments of education, professional education associations, and a number of colleges and universities represents an expanding universe of resources and experience. However, located in autonomous units whose representatives often see substantial social distance between themselves, these resources are often under-utilized. Despite these many special programs, most teachers probably devote little attention to international studies.

A major challenge to those who seek to improve and expand international studies in schools is how best to mobilize and expand the resources and opportunities extant in a decentralized system. Can a "common cause" be found that will promote effective cooperation and sharing and maximize the impact of the existing resources? What kinds of networks and organizational structures are needed to increase cooperative efforts? A major paper dealing with these issues was distributed to all conference participants. This paper, written by Robert Freeman, emphasizes that education at all levels--elementary, secondary and higher (collegiate) as well as in government, business, civic, professional and philanthropic organizations must be included in efforts to strengthen the international dimensions of the school curriculum. The paper also notes that sensitivity to the differing goals, internal imperatives, and reward systems of individuals and groups is essential if collaboration is to become a reality.

The Wingspread Conference sought to deal with these challenges by bringing together leaders of projects in international studies, representatives of major education associations, and practitioners and theoreticians in international studies to seek ways to improve and to expand international studies in schools. A major focus of the conference was the importance of sharing plans and priorities and increasing cooperation among the many groups and organizations involved in this important field. Several issues were addressed in plenary sessions, panels, and small group discussions, including:

1) How are the major organizations and agencies concerned with international studies attempting to serve the schools?

2) What kind of collaborative efforts are most needed to improve and expand international studies in schools?

3) What should be our agenda for action for the next 3-4 years?

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OPTIMISM OF THE PARTICIPANTS

The conference was marked by a feeling of optimism among the participants. There was a sense that the present situation is, as Emerson noted, ". . . a very good one if we but know how to use it." Among the causes for optimism citied by various participants were:

1) a high public interest in educational reform;

2) the percentage of nation's GNP related to world trade;

3) a growing acceptance of the idea that in order for the U.S. to remain competitive in world markets, U.S. citizens need to know more about other nations and peoples;

4) the insistent, pervasive nature of international events and their impact on domestic considerations;

5) the development of new technology with a potential for making information more readily and more widely available;

6) a rather large number of national resources and data centers focusing on international affairs;

7) a renewed interest in the field on the part of some major foundations; and

8) a growing number of young people with extensive preparation in international/global studies (e.g. dissertations).

Other favorable factors cited by conference participants included:

1) existing channels of communication which provide access to most of the important educational groups--teachers, administrators and education policymakers;

2) a variety of means for disseminating information that are being used with increasing effectiveness, including conferences, seminars, clearinghouses, newsletters, journals, books, formal and informal networks, press releases, reports of surveys and studies, task forces, personal contact, mail, phone, TV, and radio;

3 the credibility of the major sources of information is generally acceptable (e.g. National Resource Centers for Area and International Studies);

4) the existence of many civic, education, and professional groups working to create an awareness of the need for improving and expanding international studies programs (voluntary, civic, education, and religious groups);

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5) the number and geographic distribution of individuals and groups working in the area of international studies, though small, is growing and may soon reach the point where access to nearby sources of information (one of the more important characteristics of effective educational improvement efforts) will be a reality.

Participants also cited some negative factors, including: tight budgets; emphasis on separate disciplines and the basics; attention to math, science and computer technology as priority needs in education; and the lack of clear definitions and goals for international studies. A major negative factor given attention by the conference participants was the under-utilization of available resources due to limited cooperation and coordination among the many organizations and agencies with an interest in international studies. The limited number of school/university joint efforts was viewed as a most serious lack.

There was agreement among participants that there is too little sharing of existing knowledge and expertise. Information extant in special projects, data banks, universities, and resource pools is not always readily or widely available. Examples of exemplary teaching are seldom recognized and shared.

NEEDED: A REALISTIC VIEW

There was agreement among participants that education needs to provide a more realistic view of the U.S. role in the world. Preparing students for participation in an international system in which the United States is not the single dominant force in international economic and political affairs was viewed as the most difficult challenge we face. Viewed from the perspective presented in many textbooks, on much of television, and by some teachers, the U.S. might be seen as having sufficient influence to determine the way the world works. The important, but limited, role the U.S. plays in shaping the world needs more realistic attention.

It was also agreed that preparing citizens for participation and cooperation in a world in which a multitude of transnational actors (governmental and non-governmental) determines the order of international and national priorities, requires some major changes in emphasis in traditional educational programs. Speaking to the need for such changes, Dr. James Rosenau noted in the opening session of the conference that, "world affairs have become so much a part of personal and domestic life that the globe can fairly be said to be entering a new era. . ."

While noting that nation-states and their governments continue to be centers of decision-making and are prime movers in world affairs, Rosenau continued, "Yet national governments can no longer handle and channel all of the relations that universal interdependence has created. New ties, loyalties and modes of interaction are proliferating among peoples in different cultures and professions, supplementing and in some cases bypassing the conduct of affairs by national governments. The future will be marked by greater diversity and intensity in contacts of people."

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The challenge of international studies is thus to help people comprehend the implications of the transnationalization of human affairs and to recognize the many interactive factors and dynamics that are fostering complexity.

CONCERNS AND CONDITIONS TO BE ADDRESSED

While the need for changes may be apparent, there was little agreement among participants on the priorities or the best strategies for bringing about the changes. Furthermore, most conference participants believed that the audience for information about these issues must be expanded. They cited additional factors that need attention, including:

1) The school is the key unit in public education. The mere number of schools and the vartiations in program and administration suggest the difficulty in developing a strategy that can impact large numbers of schools.

2) The failure of private, nonprofit groups to reach a larger audience may be, in part, because many of the groups work outside of or on the periphery of the main institutions--schools, universities, professional educational associations, and state departments of education. This may be a strength in that it enables them to be avant-garde and flexible, but it often results in their remaining on the margin and preaching only to the converted. Isolation and insulation also tempt some of them to promote "correct" views and solutions to "ignorant" or "apathetic" others. Closer ties and more frequent contact between classroom teachers, supervisors, administrators and representatives of the private, nonprofit groups must therefore be developed and maintained.

3) The broad scope of international studies, events, and issues seems to keep expanding (for example, pollution, population, military security, nuclear weapons, resource depletion, international organizations). Furthermore, there no longer seems to be any way of separating domestic and international issues. This may suggest the need for clearer concepts coupled with a wider appeal.

4) Must society change before the changes we advocate are able to penetrate the classroom? If so, the current public school interest in school reform may provide a favorable climate for school improvements in international studies. In the pre-conference materials, Ward Morehouse suggested,

> "The opportunity lies in the scope which these commissions and task forces give within their curriculum proposals to the study of other societies, peoples, and languages and to greater understanding of the inter-relationships of the United States with the rest of the world in a changing global context. There is also opportunity in the potential support for concrete efforts

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to move in these directions through the heightened interest of political leaders and others with access to power in our society and therefore the ability to make things happen."

He warns, however, that progress is unlikely without more emphasis on assessment and evaluation.

"The challenge lies in the historic weakness of international education to define its objectives clearly and explicitly and even more so to make any serious effort to determine to what extent students are achieving these objectives."

SOME SUGGESTED PRIORITIES FOR SHAPING THE FUTURE

The field could benefit from several kinds of initiatives. Communication, coordination, and leadership seem to be among the areas most in need of improvement. There is a need to:

1) identify, train, and utilize individuals acquainted not only with sources of resources and expertise, but also with some understanding of the complicated nature of educational improvements;

2) encourage team approaches involving university professors, special project personnel, and elementary and secondary teachers and administrators; and

3) provide incentives and rewards to those who must change as well as to those who advocate changes.

The importance of creative networking to bridge the many isolated organizations--bureaucratic units in schools, colleges, universities, and other educational agencies also deserves special attention. Organizations such as Global Perspectives in Education; the International Studies Association; the Society for International Education, Training and Research; the National Council for the Social Studies; and the Washington Global International Coalition are examples of groups which work or could work in this vein.

Incentives for cooperation, coordination, and sharing of expertise and resources must be made more explicit. Models of cooperative efforts involving schools, colleges and universities, community groups, special projects, and centers need to be developed and demonstrated.

The conference participants also reviewed a variety of specific suggestions for strengthening international studies at the national, state, and local level. The next part of this report will outline those suggestions.

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National Level

Education in the United States is, by law, primarily a function of the states. In turn, states delegate much of the responsibility for operating schools to local school boards. Nonetheless, federal agencies and professional education associations help determine educational priorities by providing leadership, guidelines, and various incentives. International/global education has had little support at any level of the educational hierarchy. With the exception of language and area studies, which have had considerable support from both private foundations and federal government agencies, international education has received only sporadic and mostly ineffective support. That may be changing, however; at least the participants in the Wingspread Conference were optimistic about renewed concern for this critical area of study at the local, state, and national level.

BACKGROUND

Though the picture has been bleak over the years, there have been some notable exceptions. Federal departments and agencies have sporadically funded programs which relate to global education in the schools. For over thirty years, the Department of Education has funded graduate centers on Foreign Language and Area Studies. These centers are encouraged to develop outreach programs. Outreach programs at many of the Centers develop materials, conduct teacher inservice programs, and disseminate resources to elementary and secondary educators. The International Understanding Program funded projects which, although discontinued in 1981, gave visibility to the need for global education and helped strengthen several programs which have survived. The National Endowment for Humanities has been a major funder of global education projects through its Elementary and Secondary Division. Funded projects include area studies programs, curriculum materials development, and teacher inservice workshops. The United States Information Agency has funded several programs connected with global education, including Teacher Exchange, Group Projects Abroad, and recently, the President's Youth Initiative. Although these programs will not fund core activities, effective use of exchange students and teachers can complement and strengthen global education projects.

National education organizations and associations have also supported global education efforts. These organizations have created committees and task groups, developed policy statements, published articles and editorials, held conferences, and launched special projects on global education. Some of the national educational organizations have staff members with responsibility for developing international and global educational programs for their membership.

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CURRENT STATUS

President Carter's Commission on Foreign Language and International Studies highlighted the need for international education at all levels. The work of the commission and its final report, Strength Through Wisdom (1979), increased the interest in, and visibility of global education in elementary and secondary schools. The Commission helped to establish the National Council on Foreign Language and International Studies which has supported implementation of the Commission recommendations.

Terrell Bell, Secretary, U.S. Department of Education, appointed an International Advisory Board whose recommendations (1984) have maintained the importance and visibility of international education in the United States.

The programs of the National Endowment for the Humanities are focused primarily on university-based teacher inservice programs that have a high traditional humanities content. USIA's exchange programs can be used to strengthen and supplement active education programs.

National education organizations show continued support for global education programs. For example, the Council of Chief State School Officers (CCSSO) has developed a data bank on Japanese resources and materials. CCSSO and the National Association of State Boards of Education (NASBE) have identified international education as a theme for their annual fall conferences. The American Association of School Administrators (AASA) is organizing a coalition of administrator organizations. The National Education Association (NEA) offers its membership information about global education through Global Perspectives in Education's clearinghouse. The National Association of Elementary School Principals (NAESP) has awarded mini-grants to principals to develop global education programs. The National Association of Secondary School Principals (NASSP) is now in the third year of a major project on youth exchange. The National Council for the Social Studies has approved a position statement on global education and continues to emphasize international studies in its publications and at its conventions.

In addition to national education associations, many other national organizations are interested in promoting and encouraging global education. Groups concerned with special issues such as environment, nuclear war, global economics, and development have all contributed to the richness and diversity of the global education field. Special mention should be made of the National Council on Foreign Language and International Studies, which is the successor of President Carter's Commission. The Council is an advocate for international/global education at collegiate and pre-collegiate levels and has launched special projects on International High Schools, prepared a handbook on Internationalizing a school, and developed a project on teacher education at Ohio State University.

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RECOMMENDATIONS

Federal agencies and departments, and national educational organizations and associations should maintain and expand leadership activities such as:

- o encouraging existing federally-funded programs to incorporate elementary and secondary global education dimensions when appropriate;
- o increasing funding for federal programs which support global education programs;
- o improving liaison among federal agencies which currently fund global/international education activities;
- o funding research projects which could strengthen the global education field;
- o creating a new Foundation on International Studies which could bring together federal programs related to international education;
- o increasing the visibility of global education efforts through conferences, publications, and other activities;
- o encouraging state and local agencies and affiliates to develop global education programs;
- o promoting cooperation among educational organizations on special topics such as new legislation, improved public relations, and others for global education activities.

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State Level

BACKGROUND

While support from the national level is important in education, the efforts of the state and local education agencies are crucial. State Departments of Education have conducted many types of global education programs over the years. These have included developing curriculum materials on global education subjects such as Human Rights (New York), incorporating global dimensions into social studies curriculum frameworks and guides (California), passing major resolutions supporting global education and related topics (Wisconsin), providing guidelines and funding for global education (Michigan), mandating global education courses (Oregon), developing commissions and task groups (about fifteen states including Florida, Minnesota, Hawaii, and Maine). In addition, State Departments of Education have conducted conferences, issued papers, and participated in special global education projects.

Other groups operating primarily at the state level have also launched programs promoting global/international studies, either independently or in cooperation with state departments of education. More than 15 states, including Iowa, Indiana, Massachusetts, Missouri, and Georgia have prepared "Your State in the World" publications. Most of these state level efforts involve elementary, secondary and college teachers in the preparation and dissemination of these materials.

Groups such as Iowan's Organizing for World Awareness, the Global Education Center at the University of Minnesota, and Global Learning Inc. in Montclair, New Jersey focus their efforts largely at the state level. Most such efforts seem to involve and serve local and state education agencies as well as colleges and universities, thus serving as a catalyst for improved and expanded local and statewide programs.

CURRENT STATUS

Many states are in the process of developing or revitalizing programs to improve student competence in languages and international studies. These plans generally include a new emphasis on the teaching of other languages and increasing attention on other people, cultures, international issues, and processes. Illinois, Florida, and New York are among the states with such plans.

The rationale for expanded and improved language and international studies is similar in each of these states. Each emphasizes the need to improve communication and understanding among the cultural and ethnic groups within the state and nation. Each plan also suggests that persons who can communicate across cultural barriers and are familiar with different cultures have a competitive advantage in international commerce. Thus, the continued social and economic well-being of the state is seen as enhanced by increasing the number of persons with cross-cultural skills. A third theme of the plans concerns the role of the United States in a pluralistic, economically interrelated world. Elements of this theme include the diplomatic and

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security needs of the United States, the need for international cooperation as technology binds the world together, and the need to remain competitive in the world market.

The goals of these foreign language and international studies programs emphasize the development of communication skills and increased knowledge and understanding of other cultures and international events and processes. These states hope to increase students' (1) knowledge of other cultures, (2) skills for understanding other cultural values, (3) understanding of the world as a network of interdependent systems, and (4) ability to communicate in a second language.

The plans for action of these programs include expanding the international studies curriculum at the post-secondary level, encouraging teacher training institutions to increase the international dimensions of their programs, changing teacher certification requirements, and encouraging staff development and inservice efforts. Attention is also given to reviewing existing materials and programs, providing guidelines for selecting materials, disseminating information, and creating public awareness of the importance of international competence in today's world.

The perception of a strong relationship between economic progress, social well-being and international competence is apparent in these plans. Each state plan makes a strong case of the need for citizens who can compete and cooperate in an increasingly complex world.

Today, some states are expending state funds for global education programs at the local level (Minnesota), while others have legislation pending which would permit the state to develop more systematic global education progams (Florida, California, Illinois).

RECOMMENDATIONS

Although state education departments have different responsibilities and obligations, they might:

- o develop state conferences for superintendents and other key educators which would help explain what global education is and how school districts might add a global dimension to their curriculum;
- o develop curriculum guidelines and frameworks to encourage local education associations to add a global dimension to their curriculum;
- o establish statewide commissions on global/international education;
- o fund local education agencies to conduct inservice programs for teachers and administrators;
- o encourage local global education programs to create support in the local community, universities, etc;

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- o select or recommend textbooks with global dimensions;
- o help local education agencies evaluate global education programs;
- o assist State Boards of Education to develop policy statements which explicitly support global education;
- o encourage state education agencies to make effective use of existing resources within the state such as outreach programs in Title VI centers to promote inservice education and evaluation of materials (including computer software);
- o regulate state certification and re-certification requirements to include preparation in global education;
- o encourage state and local education agencies to work with state departments of commerce by capitalizing on business interest in foreign investment and selling states' products abroad.

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Local and Regional Level

BACKGROUND

Although the federal and state education agencies can provide leadership, fund programs, and regulate educational activities, teachers and administrators in local schools and school districts are the crucial links in the educational process. At the local school and district level, administrators and teachers are selected, regulations are implemented, programs are carried out, materials are used, and students are expected to learn.

The extent of global education's success at the local level has been difficult to assess. During the 1950s and 1960s, a few special international education programs received some visibility. Many educators felt that they were doing international education through elective courses in high schools. The New Social Studies projects of the 1960s and early 1970s had strong international or global content. While the influence of these projects today is extremely limited, these projects may have created the groundwork for global education concepts and strategies. The global education movement began to take off in the late 1970s. Some school districts began infusing global content and skills into required courses. These efforts were encouraged by state and federal funding of some projects.

CURRENT STATUS

Three major global education efforts currently underway at the local and regional level are: university-based outreach centers, regional global education projects, and school-based programs.

The United States Department of Education funds graduate centers in foreign language and area studies. These centers are encouraged to expand resources on outreach activities. This mandate is interpreted differently at each center. Some focus upon outreach to other universities, some conduct public programs through conferences and lectures, and many are actively engaged in assisting pre-collegiate educators to improve instruction, mainly in area studies topics. Some of the more successful outreach programs include those at Michigan State University, Indiana University (Bloomington), Stanford University, University of Wisconsin (Madison), and the University of Illinois (Urbana).

Currently, about forty global education projects are active at the local and regional levels. These projects are based mainly in universities (such as the Center for Teaching International Relations at the University of Denver and the Mid-America Center at Indiana University) and at non-profit organizations (such as the World Affairs Council of Philadelphia and Global Learning in New Jersey). These efforts vary from extremely strong, well-financed efforts with several paid staff to less successful efforts with meager resources and a volunteer staff. The activities of these projects include developing global education materials, conducting teacher inservice workshops or courses, holding or participating in conferences for educators, and consulting with schools and school districts. The greatest weakness of the projects has been in maintaining stable funding. Recently, global

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education programs have been reinvigorated by a major effort from the Danforth Foundation, which has made awards to a number or projects during the past two years.

The strongest local-based project with the greatest longevity is the Bay Area Global Education Program (BAGEP), a coalition that originally consisted of Stanford University, the World Affairs Council of Northern California, and Global Perspectives in Education's West Coast Office. This coalition began in 1979 when global education resources in the Bay area were pooled, and the services provided to local schools and school districts were greatly increased and improved. Financial resources were attracted to the project from national as well as local sources, including corporations and foundations. In addition, school districts participating in the project allocated funds to help their teams carry out global education programs. BAGEP has recently spearheaded an attempt to pass legislation in California for support of local global education programs through university consortia with local school districts.

Most of the schools and school districts in the country are not tied closely to global education projects or to outreach centers from universities. The Center on International and Public Affairs (CIPA) launched a study of global education at the grassroots in 1982. This study collected information from over 1300 schools which claimed to have a global education program. These programs ranged from traditional courses in foreign language and world history to International Baccalaureate programs, from elective courses offered by a single teacher to recently created International High Schools. The results of this study attest to the number and variety of local efforts. They also demonstrate the fragmented, uncoordinated nature of global/international education efforts in the United States.

RECOMMENDATIONS

Local and regional global education programs are fragile at best and will need to be strengthened if they are to thrive. The following types of activities might strengthen local and regional global education projects and programs:

- o developing teams of teachers and administrators in local schools to promote global education;
- o including non-social studies teachers in these teams;
- o forming coalitions with universities, state departments of education, and other global education programs where possible;
- o improving the dissemination of information about materials and programs among all global education programs;

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- encouraging all university Foreign Language and Area Studies Centers to create (or improve) outreach to pre-collegiate education and include a K-12 curriculum specialist in the outreach program;

- conducting an annual conference on school-based global education programs;

- updating the handbook, Global Education at the Grass Roots;

- working with national educational organizations (such as AASA, NAESP, NASSP, etc) to encourage them to improve global education programs;

- encouraging school accreditation requirements to reflect attention to global education;

- developing case studies on the initiation and improvement of school-based global education programs;

- encouraging local school boards to make policy statements that would give explicit support to global education.

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Curriculum Building: Textbooks and Suppemental Materials

BACKGROUND

Curriculum building is the process by which local and state education agencies determine what is (and is not) being taught in schools. Individual teachers and schools vary greatly in their readiness to bring a global perspective to the classroom. Development of high quality instructional materials is a necessary and vital component of efforts to improve global education in the schools. Curriculum development can occur in a variety of ways, including the improvement of and creative use of textbooks and supplementary materials.

The textbook is perhaps the single most important influence on the curriculum of the school. Many of the New Social Studies projects which produced commercial materials had strong global components (such as MACOS, the Holt Data Bank, and the World Studies Inquiry Series). Unfortunately, most of these materials are no longer available. The recent upsurge of interest in global education has caused some textbook publishers to make primarily cosmetic revisions, such as changing the name of a textbook to "Global" history. As it is unlikely that a major change will occur in textbooks during the next few years, most educators interested in global education have focused upon supplementary materials.

CURRENT STATUS

Supplementary materials are published by a range of commercial and nonprofit organizations and projects. The major producers of supplementary teaching units and modules include the Center for Teaching International Relations (CTIR), the Mershon Center, the Stanford Program on International and Cross-Cultural Education (SPICE), and Global Perspectives in Education (GPE). The major distributor of commercial and non-commercial materials is the Social Studies Schools Service whose Global Education Catalogue contains over 660 filmstrips, games, simulations, video cassettes, posters, and books. A quick analysis of these materials suggests that, while the amount of materials has increased dramatically over the past few years, the vast majority of development has been limited to secondary social studies courses. Furthermore, area studies, especially materials relating to Asia, seem to predominate, while materials relating to international organizations, international economics, or international cooperation still seem to be in short supply. While the quality of materials has also improved, further improvement is necessary. Many teachers, schools, and school districts have begun to develop their own materials, selecting from available materials and supplementing these with data about local manifestations of global issues. It is important that these curriculum building efforts be strengthened.

In addition, several new curriculum development efforts are in process and bode well for the future. The Mershon Center is developing

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a global studies curriculum for the high school. A new "global" geography textbook, developed by Alan Backler of the Social Studies Development Center, will soon be published by Teachers College, Columbia University. Several publishers, such as McDougal, Littel and Dushkin, have begun to develop new curriculum materials which are of interest to global educators.

RECOMMENDATIONS

The following recommendations are made in order to improve the range and quality of curriculum materials in global education:

- o develop supplementary materials for elementary school curriculum;
- o develop supplementary materials for use in science, language arts, and foreign language courses;
- o develop and utilize non-print materials such as computer software;
- o improve communications among producers and distributors of global education materials to help avoid duplication of effort;
- o develop materials which supplement existing textbooks;
- o utilize global educators as consultants on new textbooks or textbook revisions;
- o prepare a comprehensive scope and sequence statement about the global education curriculum;
- o design a complete set of K-12 curriculum materials which might be the basis for a commercial textbook series;
- o initiate a continuing series of background publications on concepts, issues, and topics related to global education;
- o compile a source book of all existing checklists and instruments for screening curriculum materials;
- o link groups such as CCSSO and ECA in their efforts to improve textbooks.

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Outreach and Dissemination

BACKGROUND

Dissemination plays an important role in determining the success of efforts to improve education. Dissemination is particularly important in a field like global education which is diffuse and fragmented and includes so many different organizations as well as topics and approaches. This is even more important in a field which is rapidly expanding, as global education is today. The importance of improved information exchange and increased awareness of materials and resources has been demonstrated periodically throughout the past fifteen years.

CURRENT STATUS

In 1979, Global Perspectives in Education began a national clearinghouse which collects, annotates, and disseminates information about resources that may be helpful for educators in elementary and secondary schools. This information is available through Access, a publicaton of the clearinghouse. Other clearinghouses have been established by global education programs and projects such as CTIR, USC, and the World Affairs Council of Northern California. Area studies programs have developed newsletters and informal exchange networks based on professional associations (such as the Asia Society), and single issue organizations have worked cooperatively to exchange information (such as the Arms Control Association and the Population Reference Bureau). In addition, professional education organizations (such as NEA, NASSP, NCSS, and others) have informed their members of publications of global education issues, materials, and other resources through their conventions and publications.

Statewide efforts such as those of the Global Awareness project at Florida International University, the Global Education Center at the University of Minnesota, and the Iowan's Organizing for World Awareness are providing other examples of successful dissemination efforts.

The ERIC system has had a dramatic increase in the number of global education materials entered into the system. New informal systems of communication have also been established through national organizations and associations and through regional networks of global educators such as the Council of Global Education Organizations (COGEO).

RECOMMENDATIONS

As important as these steps are, they reach too few pre-collegiate educators. Also, the major questions about what is to be disseminated, to whom, for what purpose, and through which channels still remain unresolved. Several recommendations regarding improved dissemination and outreach activities already have been incorporated into other

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sections of this report. In addition, the following recommendations are offered to improve the exchange of information about global perspectives education:

- target institutional "gate keepers" such as superintendents, principals, and curriculum coordinators, for maximum effectiveness;
- target textbook publishers in order to incorporate a global dimension into commercially-published education materials;
- develop mutual promotion systems among global education projects and programs which produce supplementary curriculum materials;
- encourage the development of supplementary materials which are coordinated with commercial textbooks;
- work more closely with national education organizations to incorporate global perspectives into their publications, conventions, and other programs;
- improve communication systems among major organizations and projects through a computerized network;
- improve lending libraries at global education projects;
- improve the public relations activities of global education programs, including more effective use of television, newspapers, magazines, and other communications media;
- conduct leadership conferences periodically for key educators;
- work more closely with ERIC/Chess and other dissemination channels.

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Schools of Education

BACKGROUND

Schools of education prepare teachers and administrators for initial certification; many of them also offer masters degrees and courses and special programs for professional improvement. Colleges and universities provide the general education background through which students who will teach in the public schools are prepared (or not prepared) for teaching in a global age. It has been estimated that less than 5% of U.S. teachers have ever taken a course in subjects related to international studies. The findings of the Council on Learning's study, "Education and the World View," suggest that this lack of international knowledge and understanding will not improve as current education majors enter the teaching profession.

CURRENT STATUS

Major reforms in teacher education are being widely discussed in conferences and in educational journals. Few colleges and universities have focused on teacher education. The major exceptions are programs at Indiana University, Ohio State University, Michigan State University, and Florida International University to improve preservice education; a major program at the Woodrow Wilson Fellowship Institute to improve teacher preparation in New Jersey; and efforts by AACTE to add a global education requirement to the NCATE standards. A growing global awareness among educators and non-educators alike creates a climate favorable to additional efforts at internationalizing teacher education programs.

As has been indicated earlier, most of the global education projects are university-based or are closely connected to university programs. However, few of these are integral parts of the university departments that offer courses in international affairs. Cooperative projects involving all appropriate university departments and schools are crucial for the long term success of the global education field.

RECOMMENDATIONS

Colleges and universities can make extensive contributions to the global education field by:

- improving the quality of teacher preparation through the creation of school-based models linking inservice and preservice education;
- recruiting students (particularly minority students) who have a high interest in global perspectives in teacher education programs;
- infusing global education into the entire preparation of teachers at the preservice level, including the restructuring of general education requirements to include more internationally-oriented courses;

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- creating special global education centers in schools of education which might be linked to other departments on campus, and to local schools, community organizations, and agencies that are working within the global education area;

- focusing special attention on master teachers, encouraging them to improve students' practicum experiences and bring them to the university to upgrade their knowledge and skills related to global education topics;

- encouraging students in teacher preparation courses and teachers in inservice programs to gain cross-cultural experiences and second language proficiency;

- developing strong cooperative working relationships among teacher education institutions and state departments of education, professional associations, and governmental and international organizations;

- working cooperatively with local education agencies and local education projects to create inservice programs for teachers in precollegiate education;

- creating coalitions among school districts and other cooperative programs for the purpose of improving global education in the local and regional areas;

- forwarding copies of this report to AACTE/ICET and other projects and organizations concerned with adding a global dimension to teacher preparation.

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Research and Evaluation

BACKGROUND

Few research projects have been conducted in global education. The major reasons offered for this lack of systematic research into global education are: the recent emergence of the global education field; the prohibitive cost of research and quality evaluation; the meager funds available for general education which can be better spent attempting to develop programs and materials which at some future date may be the basis for evaluation and research; the difficulty of educational research in general, and the lack of training (and lack of interest) of global educators in research and evaluation techniques; and the general lack of international experience and contacts among educators. A major exception to this general state of affairs was undertaken in 1982 by the Council for International Studies and Programs (CISP) directed by Ward Morehouse, Judy Torney-Purta, and Thomas Collins. This study surveyed over 3,000 teachers and administrators. From this project emerged the Global Education Network, composed of over 100 individuals concerned with research and evaluation.

CURRENT STATUS

Global educators are now challenging the reasons why research has been lacking. There is serious doubt that progres in the field of global education can be made without some basic understanding of how people learn about global topics, the effectiveness of the techniques for teaching about global education, and the conditions under which programs have the greatest chance for success. Additionally, as new funds have begun to enter into the general education field, funders have begun to ask that success be demonstrated through more effective evaluation. Such effective evaluation may be necessary for the continuation, improvement, and expansion of school-based programs. Why should local schools add another program which does not have demonstrated success? Clearly the global education field needs improved evaluation and research efforts.

RECOMMENDATIONS

While major research studies would be extremely useful, there is no obvious source of funding for such efforts. The most likely research and evaluation programs will be low level, piecemeal efforts. The following suggestions might improve research and evaluation efforts in global education:

- locate funds to select consultants who could help global educators improve the evaluation of their programs;
- develop a bank of test items which could be used to evaluate programs and students in global education programs;

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- o develop and publish a review of research in the areas of highest interest to global education programs, such as school change research, attitudinal changes, and the effectiveness of different educational techniques and methods;

- o involve college and university faculty and graduate students in conducting research and evaluation;

- o strengthen existing networks that could improve the dissemination of research and evaluation findings;

- o build evaluation questionnaires into all publications;

- o encourage on-going assessments of educational progress to include global education concerns;

- o encourage publication of research findings in journals of the NCSS, AERA, and other professional education organizations;

- o analyze existing tests (such as ACT, SAT, Board of Regents Examination, etc) to determine their global content and make appropriate recommendations to textbook publishers about possible revisions;

- o encourage current global education programs and future proposals to incorporate evaluation mechanisms in a more integral way;

- o conduct research that will build upon previous research activities, such as a follow-up to the ETS survey;

- o conduct longitudinal studies of students in current global education programs;

- o encourage cross-national research on global topics;

- o strengthen the Global Evaluation Network;

- o encourage decentralized research activities through establishment of small seed money grants and technical assistance;

- o encourage replication of global/international education surveys.

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Leadership: The Key to Success

BACKGROUND

The most important element in any field is its leadership. Leadership is complex, multi-faceted, and difficult to assess. The global education leaders are few in number, overwhelmingly white, and until a few years ago, almost all were male. The leaders were basically those dedicated individuals who could survive through the difficult times when funding was almost impossible and interest was low.

CURRENT STATUS

The increased visibility and improved funding status of global education efforts in the United States has created new opportunities for leadership. Perhaps the highest priority is to improve the opportunities for training and experience among existing global education leaders. There is also a need to rapidly expand the leadership group. Special efforts are needed to recruit new leaders, particularly minorities and women. There is an urgent need to add an international dimension to the training of leaders at all levels of education, including teachers and administrators in elementary, secondary and collegiate education, and administrators and project directors in state departments of education and national organizations. In addition to expanding the leadership, it is important to increase the international experiences of global education leaders.

RECOMMENDATIONS

While these problems will not be resolved quickly, it is likely that important steps can be taken to improve these conditions. Recommendations as to first steps are as follows:

- o develop intern programs both for existing leaders, and for potential leaders;
- o encourage exchanges of site visitations by current leadership;
- o convene leadership conferences regularly with a mix of current leaders and potential new leaders;
- o encourage education leaders (non-global education) to participate in global education activities and projects;
- o recruit minorities and women to participate in all aspects of the global education field;
- o develop research studies which will help determine how institutionalization of global education takes place and how programs are implemented;

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- o develop a reward structure for good leaders;
- o develop special workshops focusing on leadership skills for global education's current and future leaders;
- o internationalize global education efforts through improved communications and conferences with educators in other countries who share a concern with global/international education.

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